Fourth Grade Music and Language Arts Integration Lesson  
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**Focus of Lesson** – to practice tonguing technique on recorders

1. Take short, rhythmic poems and discuss rhythm and speech patterns with students.
2. Ask students to copy you as you speak a poem rhythmically. Discuss the difference between speaking them rhythmically and in a normal speech pattern. Why is this musical?
3. Show poems on the SmartBoard, allowing students to interpret what each poem means by analyzing language and using context clues.
4. Remind students about the “language of do” (speaking “do” while playing recorders allows students to efficiently use tonguing techniques).
5. Ask students to speak poems rhythmically and then speak them in the “language of do”.
6. Refine process so students are:
   1. Speaking poem with words
   2. Speaking poem with language of do
   3. Whispering with language of do
   4. Playing on recorders, using the language of do
7. If more time, allow students to gather in groups of 3-4, giving each group a new poem.
8. Ask students to work together to create a performance of their poem in a similar manner to how you performed as a class.
9. Allow groups to share with class, discussing “What did you appreciate? What did you wish? What did you wonder?”

Lesson should last between 30-45 minutes

**North Carolina Essential Standards for Fourth Grade Music**

4.ML.1.1 Students can apply expressive qualities when singing or playing a varied repertoire of music representing genres and styles from diverse cultures.

4.ML.3.1 Students can use improvisation to create stylistically appropriate answers to given rhythmic and melodic phrases.

4.CR.1.2 Students will understand the relationships between music and concepts from other areas.